



TURVEY PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY

Updated: Summer 2024
Review date: Summer 2025

The Principal Aim of RE

'The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living'.

The UK has a rich heritage of culture and diversity. This is continuing today in an era of globalisation and an increasingly interdependent world. Religion and belief for many people forms a crucial part of their culture and identity. Religion and beliefs have become more visible in public life locally, nationally and internationally. The impact of religion on society and public life is constantly brought to public attention through extensive media coverage. The rapid pace of development in scientific and medical technologies and the environmental debate continue to present new issues which raise religious, moral and social questions. The internet enables learning and encourages participation in public discussion of issues in a new and revolutionary way. At Turvey Primary we wish to give our pupils the skills to support them in gaining the knowledge and understanding to address the issues which are raised by religion and belief through a broad and balanced RE curriculum and in doing so, ensure we meet our school aim to develop within them a diverse cultural awareness, ensuring they become responsible citizens of the future.

The Purpose of RE

- RE contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE, pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- In RE, pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- RE teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.
- RE will support the school's overall holistic approach to our pupils' values education and moral development and should enable pupils to learn to think for themselves about British Values in relation to the values of different religions and worldviews and their own values, so that they succeed in our school vision for them to become 'good citizens of the future'.

The Teaching and Learning Approach for RE

The RE Agreed Syllabus for 2024–2029 is designed to support Turvey Primary in developing and delivering excellence in RE. It responds to national calls for deepening pupils' knowledge about religions and for developing their 'religious literacy'. It does this by studying one religion at a time ('systematic' units), and then including 'thematic' units, which build on learning by comparing the religions, beliefs and practices studied.

In order to support teachers in exploring the selected religions, the syllabus sets out an underlying teaching and learning approach, whereby pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief.

The teaching and learning approach has three core elements and will allow the children to:

1. Make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary.
- explain how and why these beliefs are understood in different ways, by individuals and within communities.
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.

2. Understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways.
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world.
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses.
- challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response.
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Each of the three elements of the teaching and learning approach is important, and pupils should make progress in all of them. Each unit provides learning outcomes specific to each question, allowing teachers to balance skills with core knowledge.

Religious Education and Inclusion

In line with the school's ethos and other school policies, RE aims to meet the needs of all children through planned differentiation and resources. This will take into account the need to adapt lessons to account for children's different learning styles, especially those children with Specific Special Educational Needs and the Gifted and Talented pupils.

Assessment for learning

Children demonstrate their ability in religious education in a variety of different ways. Younger children in Key Stage 1 might, for example, concentrate on learning through a range of speaking and listening activities, whilst older pupils may write a 'question and answer' style report on what it may be like to be

a member of a religious community in Britain today and outline what impresses them about this religious identity and community. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher will assess the work and use this information to plan for future learning.

Written or verbal feedback will be given to the child to help guide his or her progress. Older children will be encouraged to make judgements about how they can improve their own work.

A system of assessment is being developed in line with the school system of assessment and in line with the clear measurement of progress and outcomes, outlined by the RE syllabus. This will ensure consistency of assessment throughout the school and to allow for children to build increasingly substantial knowledge and understanding of the religions studied and of religion and worldviews as a whole, throughout their time at Turvey Primary.

The RE subject leader keeps samples of children's work in the R.E subject file. These demonstrate coverage and quality.

Appendices 1,2 and 3 show

Cross Curricular Opportunities

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions:

- Opportunity to explore multicultural and equal opportunities issues and for consideration of the environment.
- Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum.
- Links will be made with people and communities within the locality.
- Children's skills in oracy and literacy will be enhanced. Problem-solving, decision making and interpersonal skills will be developed.

The Legal Basis of RE in the Curriculum of Maintained Schools

Every maintained school in England must provide a basic curriculum (National Curriculum, RE and relationships and sex education). This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents, in accordance with Schedule 19 to the School Standards and Framework Act 1998. **Schools have to make a minimum allocation of five per cent of curriculum time for RE;** which equates to 50-60mins a week for 5-7 yr olds and an hour a week for 7-11 yr olds. At Foundation Stage RE will be delivered flexibly according to the statutory requirements of the EYFS.

Schools must ensure that sufficient time is given in order to enable pupils to meet the expectations set out in this syllabus, ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages.

There is no single correct way of making appropriate provision of time for RE as long as the RE outcomes are met. In order to deliver the aims and expected standards of the syllabus effectively, schools will need to make a minimum allocation of five per cent of curriculum time for RE. This is based on the most recent national guidance.....guidance in SACRE curriculum booklet.

Provision of RE in the curriculum

The legal requirements for the provision of RE in maintained schools do not specify any particular time allocation or how the curriculum should be organised. Schools are not required to teach subjects separately or to use their given titles, though there can be advantages in doing so. One subject can also be combined with another, or it can be taught in separate lessons, or a mixture of provision used, depending on the objectives of the curriculum being followed. Schools should weigh the advantages of regular and coherent provision, say every week, against those of more flexible provision when more

time can be allocated in one week, term or year than in another - as long as the programme of study required by the agreed syllabus is covered. They need to ensure that their RE provision includes a distinct body of knowledge and enables all pupils to make effective progress in achieving the RE learning outcomes. Schools also need to evaluate the effectiveness of their provision as part of their own self-evaluation process. Each school decides which subjects to give more time to and, within a subject, which attitudes or skills to emphasise. The priority or emphasis might apply across the key stage, to particular year groups, to groups of pupils or to individuals. As well as meeting statutory requirements a school can maximise the contribution RE makes to raising standards and achievement - for example, through qualifications undertaken by pupils contributing to performance data at GCSE and A level.

The key document in determining the teaching of RE is the locally agreed syllabus drawn up by the SACRE (Standing Advisory Council on Religious Education). At Turvey Primary we follow the RE Agreed Syllabus drawn up by Bedford Borough, Central Bedfordshire and Luton. It is consistent with Section 375(3) of the Education Act 1996, which requires the syllabus to 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain. Contemporary guidance from the Government makes clear that the breadth of RE will include the six principal religions in the UK and non-religious worldviews.

Parents' Rights

Parents or guardians of any child at Turvey Primary School have the legal right to withdraw their child from RE. Where parents have concerns about their children taking part in RE, they are asked to discuss their concerns first with the Headteacher. She will be able to discuss the RE programme and teaching methods in greater detail and give parents access to the RE unit materials and resources used. A request to withdraw a child would need to be put in writing and alternative arrangements for supervision to be agreed. Further information can be gained from the DfE's website <https://www.gov.uk/government/publications/religious-education-guidance-in-english>.

Staff Rights

It is common practice for teachers to lead collective worship assemblies, but teachers have the right to withdraw if they wish.

Monitoring, Evaluation and Review

There will be monitoring and evaluation of the RE policy by staff, pupils and governors. The school will review this policy regularly and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Date: _____

Signed: _____ *Head Teacher*

Signed: _____ *Governor*

What are we aiming for pupils to achieve? End-of-phase outcomes

Each of the three elements of the teaching and learning approach is important, and pupils should make progress in all of them. Below are the end-of-phase outcomes for each element. Each unit provides learning outcomes specific to each question, leading to these end-of-phase outcomes. Teachers will recognise that this approach balances skills with core knowledge. The outcomes on this page are woven into every aspect of the planning, teaching, learning and assessment of this syllabus. They are the statutory key to the RE syllabus.

Element 1: Making sense of beliefs

Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways; and developing skills of interpretation.

End of KS1, aged 7 Pupils can:

- identify some core beliefs and concepts studied and give a simple description of what they mean.
- give examples of how stories show what people believe (e.g. the meaning behind a festival)
- give clear, simple accounts of what stories and other texts mean to believers.

End of lower KS2, aged 9 Pupils can:

- identify and describe the core beliefs and concepts studied.
- make clear links between texts/sources of wisdom and authority and the core concepts studied.
- offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers.

End of upper KS2, aged 11 Pupils can:

- identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions.
- describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts.
- give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.

Element 2: Understanding the impact

Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world, appreciating and appraising different ways of life and ways of expressing meaning.

End of KS1 Pupils can:

- give examples of how people use stories, texts and teachings to guide their beliefs and actions.
- give examples of ways in which believers put their beliefs into practice.

End of lower KS2 Pupils can:

- make simple links between stories, teachings and concepts studied and how people live, individually and in communities.
- describe how people show their beliefs in how they worship and in the ways they live.
- identify some differences in how people put their beliefs into practice.

End of upper KS2 Pupils can:

- make clear connections between what people believe and how they live, individually and in communities.
- using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.

Element 3: Making connections

Evaluating, reflecting on and connecting the key concepts and questions studied, so that pupils can challenge the ideas studied, and consider how these ideas might challenge their own thinking; and discerning possible connections between the ideas and pupils' own lives and ways of understanding the world, expressing critical responses and personal reflections.

End of KS1 Pupils can:

- think, talk and ask questions about whether the ideas they have been studying have something to say to them.
- give a good reason for the views they have and the connections they make.

End of lower KS2 Pupils can:

- raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.
- make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.
- give good reasons for the views they have and the connections they make.

End of upper KS2 Pupils can:

- make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).
- reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.
- consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.